EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

MI Reflections – Chapter 2

In Chapter 2, of *Multiple Intelligences in the Classroom*, the author Thomas Armstrong emphasizes the importance for teachers to understand their own multiple intelligences, before they begin to use it. In order to facilitate this requirement, Armstrong provides suggestions of how to go about assessing ourselves, as well as a MI inventory as an exploratory aid to help us make an evaluation. Once this has been established, the author builds upon the idea presented in Chapter 1 regarding developing each of our intelligences. Armstrong describes this process of intelligence developing as “activating” (Armstrong, p27). This is the process by which we can activate intelligences that have been neglected.

This chapter highlights the importance of knowing oneself before trying to analyze others. As a teacher it is particularly important that I understand what teaching approaches I am likely to take, based on my intelligences. This way I can remain mindful of the other intelligences, and the students whose intelligences differ from mine. While reading, I came to view this chapter as somewhat of a cautionary tale. Understanding that certain experiences can either “crystalize” or “paralyze” (Armstrong, p28) the development of certain intelligence is really powerful information. I remember when I was in high school and we were called upon to look at the membrane of an onion under a microscope. I was so short that I had to tip-toe to try and view the slide. At this moment my science teacher burst into laughter. I definitely found myself pulling away from that class after that incident despite the fact that I really enjoyed science. As a teacher, it is so important that I act in ways which nurture the development of my students, and that I remain mindful that even the smallest negative act might stifle their potential.